DOCUMENT RESUME

ED 329 725 CE 057 202

AUTHOR Blocker, Richard D.
TITLE Development and Implementation of Career/Vocational Assessment Centers in the Public Schools of Arlington, Virginia. Final Report.
INSTITUTION Arlington County Public Schools, Va.
SPONS AGENCY Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE May 89
NOTE 30p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Counseling; Career Education; *Career Guidance; *Career Planning; *Counselor Training; Dropout Prevention; High Risk Students; High Schools; Inservice Education; Models; *Potential Dropouts; Program Development; *Program Implementation; School Counselors; Student Evaluation; Vocational Aptitude; Vocational Education; *Vocational Evaluation
IDENTIFIERS Arlington Public Schools VA

ABSTRACT

This project, conducted under the Carl D. Perkins Vocational Education Act, Public Law 98-524, developed an inservice training model for secondary guidance staff on implementing vocational assessment techniques into a total guidance and counseling framework. The objective was to design a program for vocationally assessing high school students who were identified as being at risk of dropping out of school or who showed significant areas of underachievement. All guidance counselors from the three comprehensive high schools in the public schools of Arlington, Virginia, attended inservice programs that introduced the vocational assessment process, and attempted to streamline the methodology for student referral and follow-up. The project coordinator also sought the counselors' input in respect to the development of a referral form and an information letter for parents. After vocational evaluators were hired, a second inservice meeting was scheduled at which specific referral procedures were established, and schedules of school assignments were developed. The specific assessment process was outlined, and an assessment plan was presented. After the program was implemented, 93 students completed the assessment program. The project staff developed transitional plans for all students who had been referred. (Appendixes include sample referral form, letter to parents, career assessment reports, and evaluation form.) (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

MAY 30 1989

VA-89-PI-II(3)-GCAC-001C-

VA890T19

019868

ED329725

Final Report

# Development and Implementation of Career/Vocational Assessment Centers in the Public Schools of Arlington, Virginia

Vocational Assessment Activities for Regular Students
Conducted Under
Carl D. Perkins Vocational Education Act
Public Law 98-524

Dr. Richard D. Blocker
Arlington Public Schools
1426 N. Quincy Street
Arlington, Virginia 22207

May 26, 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H L Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE 057 202

This project was conducted in accordance with a contract with the Virginia Department of Education, Division of Vocational Education. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Virginia Department of Education position or policy.

TABLE OF CONTENTS


| | Page |
|---|---|
| Abstract | 1 |
| Title of Project | 1 |
| Purpose of Project | 1 |
| Objectives | 2 |
| Description of Project | 2 |
| Results and Accomplishments of the Project | 6 |
| Evaluation of Project | 7 |
| Conclusions, Recommendations and Implications | 8 |

Appendices:

Appendix A - Student Referral Form
Appendix B - Parent Information letter
Appendix C - Examples of career/technical transition plan
Appendix D - Counselor evaluation form and counselor comments

## ABSTRACT

Title of Project: Development and Implementation of Career/Vocational Assessment Centers in the Public Schools of Arlington, Virginia

Time Period: Proposed - September 1, 1988 to June 30, 1989
Actual - November 1, 1988 to June 30, 1989

Objectives:

1. To develop an inservice training model for secondary guidance staff on implementing vocational assessment techniques into a total guidance and counseling framework.
2. To develop a vocational assessment model plan to meet the specific career needs of the regular student population.
3. To vocationally assess a target population of 150 students drawn from the regular high school program.
4. To develop and implement a vocational/technical transitional plan for the students who participate in the project.
5. To provide timely feedback as to the results of the vocational assessment program.

Procedures: The project was an attempt to design a program for vocationally assessing high school students who were identified as being at risk of dropping out of school or who showed significant areas of underachievement.

Each of the guidance staff at the three comprehensive high schools was presented with an inservice program on the goals and objectives of the project. Counselors from alternative high school programs were also involved at these meetings. Based on these meetings, parent letters, referral forms, and student referral procedures were developed. When actual student referrals began, project staff were assigned to meet regularly with guidance staff. The purpose of these meetings was to streamline the referral process, examine records, and interview students who had been referred. Actual assessment was instituted either at the home school or the Career Center. Feedback in the form of verbal and written reports was provided to students and guidance counselors.

Results and Accomplishments: All guidance counselors, except one, participated in the project and in the inservice program. A vocational assessment model was developed. Ninety-three (93) students completed the assessment program. The project staff developed transitional plans for all of the students who had been referred.

Evaluation: Main goals and objectives were accomplished to a significant degree, even though target population goal was not achieved.

Conclusions and Recommendations:

1. Programs need to be continued
2. Follow-up process needs to be implemented
3. Continual contact needs to be maintained with guidance staffs
4. Student referral process needs to be strengthened
5. Parent contacts need further strengthening

A. **Development and Implementation of Career/Vocational Assessment Centers in the Public Schools of Arlington, Virginia**

B. The purpose of the project has been to expand the technical/vocational assessment program for all students by redesigning an operational plan while still maintaining the design of the present programs which have been in operation for the special education and limited English speaking students. Specifically, that project sought to redesign an assessment model which could be utilized with regular high school students who had been classified as at risk of dropping out of school and/or who demonstrated significant areas of academic underachievement.

The Arlington Public School System has been undergoing a rather rapid change in its student population over the last several years. Currently, the school system has a population of students which is close to 48% minority. A significant number of the majority populations have been designated as either academically or economically disadvantaged. For many of these students, the high school structure and curriculum have not provided them with the services which they feel they need. In addition, many of these students possess low self-esteem and feel that school has offered them little in the way of educational choice. Unfortunately, dropping out of school has appeared to be the only alternative that many of these students feel that they have.

Throughout their educational experience, many of these at risk students have met with limited success. Often what strengths they do possess have been neither recognized nor reinforced. Similarly, their learning style often has not matched the teaching style of the educational establishment. For too often, these students have not received the appropriate guidance in order for them to identify and develop their career decision-making capabilities and technical support skills.

The vocational assessment project has been an attempt by the school system to focus on the unique educational needs of these regular high school students who are at risk. Two outcomes of the project have been determined to be of significant importance:

1. To provide these at risk students with a comprehensive career/technical assessment of their interests and skills. Equally important to provide the students with a framework by which they might develop a transitional plan for establishing career goals and objectives.

2. To provide guidance counselors with a career plan framework in order that they might employ appropriate strategies and motivation for these students to remain in the educational mainstream and achieve at their highest technical competency.

C. The objectives upon which the project has been operated are as follows:

1. Develop an inservice training model program for secondary guidance staff on implementing vocational assessment techniques into a total guidance and counseling framework.

2. Develop a vocational assessment model to meet the specific career needs of the regular student population.

3. Using the model which has been developed, vocationally assess through established assessment procedures a target population of 150 students drawn from the regular high school program.

4. Develop and implement a vocational/technical transition plan for the target population. Transitional plan will include recommendations on immediate job placement, technical training and college selection.

5. Provide students and parents with timely feedback as to the results of the assessment program.

D. Description of General Project Design and Procedures for Implementation

In general, the design of the project and the implementation plan were maintained throughout the project. What changes were made were necessitated by the late start of the project. These changes will be discussed and explained in the body of this section.

There is no doubt that the project has had significant benefits for the high school guidance staffs and the at-risk students for whom the project was developed. The project design attempted to develop an inservice training model for guidance counselors in order to provide them with the skills necessary to relate academic skills and vocational skills to post-secondary training and placement. Further, the inservice model attempted to provide counselors with the tools needed to use vocational assessment data in order to assist students in career decision making. In addition, the

inservice program focused on the development of transitional career plans, especially for those students who were completing school or those students who had already made the decision to either drop out or attempt to complete their high school education through the adult education program.

In respect to the high school students who were considered to be at risk of dropping out of school, the project design attempted to formulate a vocational/technical assessment process through which the students would be able to identify their career interests and aptitudes. Further, the design was structured to enable the students to develop appropriate career decision-making strategies to accomplish the goals identified in the transitional vocational/technical plan. In addition, the project design attempted to provide the students with the appropriate motivational strategies needed to remain in their school programs.

At the start of the project the project coordinator, in conjunction with the guidance directors of the three comprehensive high schools, developed an inservice training session for each of the guidance staffs at the respective schools. The purpose of the meetings was to introduce the vocational assessment process to the guidance counselors and attempt to streamline the methodology for student referral and student follow-up. In addition to introducing the project to the counselors, the coordinator sought their input in respect to the development of an appropriate referral form, as well as the development of an information letter for parents of the students who would be referred for vocational assessment (see **Appendix A & B**). As a result of these inservice meetings at the three high schools, a significant amount of counselor interest was generated. Due to the difficulty in immediately identifying and hiring the vocational evaluators, the project coordinator suggested that the guidance counselors should begin to develop a possible referral list of students and prioritize the list according to student grade level and severity of need.

Because of the difficulty in finding and hiring well-trained and qualified evaluation personnel for the full-time position, it was decided to seek out potential candidates from local graduate programs from The George Washington University and The George Mason University. The project was fortunate to find two well-qualified and certified counselors with extensive career development experience who were willing to assume the duties of vocational evaluators. However, each was only able to work part-time. Consequently, one full-time position was merged into two part-time positions.

When the evaluators were significantly familiar with the project, a second inservice training program was scheduled at the three respective high schools. At this meeting, the specific referral procedures were established, and schedules of school assignments were developed. It was determined that the guidance counselors would be responsible for filling out the referral form along with the student. Also, the guidance counselors would be responsible for notifying the parents about the assessment process and would schedule the students to meet with the evaluators.

During the course of this second inservice meeting, the specific assessment process was outlined. It was decided that each student who was referred would be interviewed under a structured format, and the interview would include the following items:

- previous academic record
- current and previous expressed interest
- class preference
- self-analysis of skills
- significant life experiences
- job experiences, both volunteer and paid
- parental influence on career choice
- significant other influence on career choice
- most admired people
- method of problem-solving

In addition, an assessment plan was presented at this workshop. The vocational evaluators would visit each of the high schools twice weekly in order to conduct the structured interviews, examine student files and meet with each referring guidance counselor. Following this process, the evaluators would schedule an interest assessment for each student. Based upon the results of the interest assessment, specific aptitude instruments would be administered. Measures such as the Learning Styles Inventory would also be included. Other procedures, such as shadowing experiences or job tryouts would be developed after examining the interest and aptitude results and the student's schedule. The process as outlined at this second inservice meeting was followed for each student throughout the duration of the project. It should be noted that usually the client assessment took place at both the student's home school and the Career Center. Also, the administration of the work samples, aptitude, interest and learning style inventories conformed to the testing guidelines as developed by The American Association for Counseling and Development and The American Psychological Association.

During the assessment process for the students, the evaluators used a variety of instruments. In order to measure interests, they used the Virginia View Career Search System, The Strong-Campbell Interest Inventory, The Self-Directed Search by John Holland, and the Picture Interest Exploratory System. For the aptitude portion of the assessment, the evaluators used the Bennett Mechanical Aptitude Test, The Minnesota Paper Form Board Test, The Minnesota Spatial Test, The Differential Aptitude Test, parts of the GATB, parts of the VITAS, The Valpar System, APTICON, and other specific aptitude measures as needed and warranted. In order to determine learning style, the evaluators utilized a learning style instrument that has been developed by Dr. James Keefe of the National Association of Secondary School Principals.

Following the administration of the assessment batteries, the evaluator scheduled a post assessment conference with the student to discuss the results of the process and to begin the planning for the specific goals, objectives and strategies which would be outlined in the transitional plan. Copies of the transitional plan, along with testing results, were sent to each student's respective parent or guardian. (See Appendix C for examples of transitional plans).

In order to maintain accurate student records of testing data, and also to aid in administering several of the assessment components, project funds were utilized to purchase an IBM 50Z computer. This computer proved to be an invaluable resource for the project, especially since the evaluators were able to obtain quick results by using the specific program's interactive qualities. In addition, the evaluators were able to utilize a variety of assessment devices that were IBM compatible. Consequently, the evaluators were able to administer some instruments at the high schools and score them using the IBM 50Z at the Career Center. This process greatly assisted in cutting time from the assessment program while minimizing disruption of students' academic program.

The participation of the guidance counselors in the development of the project design, the selection process and the forms used in the project, was excellent. Nineteen out of twenty counselors assigned to the high schools participated fully in the project. In addition to the high school counselors, there were several other school staff who served as referral sources for the students. Two counselors from the Family Center were instrumental in referring several students. In addition, the coordinators from the high school alternative program expressed significant interest and support in the project and the referral process.

From the outset of the program, there was unanimous agreement between the guidance counselors and the project staff that the students selected for the assessment phase of the project would be those students who were determined to be at risk. Consequently, the criteria for selection included, but was not limited to, the following guidelines:

1. Students who were potential dropouts

2. Students who were economically and academically disadvantaged

3. Students who did not possess a marketable vocational skill

4. Students who exhibited general confusion concerning post-secondary goals

5. Students who lacked appropriate career decision making skills.

Project staff made a concerted effort to include young teenage parents in the student selection process. This group has had a long history of school drop-out problems. As a result of staff efforts, in conjunction with the Family Center staff, a significant number of these young mothers were included in the project.

It was further agreed that eleventh and twelfth grade students would receive selection priority.

E. Results and Accomplishments of the Project

As indicated above, twenty-three guidance counselors and school social service staff participated in the project. Only one guidance counselor from the high schools did not participate in the student referral phase of the project. Most of the counselors referred at least one student to the program. However, there were several counselors who referred ten or more. During the course of the project, the counselors referred one hundred and two students (102) for assessment.

Of the one hundred and two (102) students who were referred, the project staff evaluated ninety-three (93). The other nine (9) students were ninth graders who were referred toward the end of the project. A determination was made to postpone their assessment until a future time.

The following statistics reflect the composition of the students who were referred and selected for the project:

Total number of student referred - 102
Number of students assessed - 93

Sex:
Male = 46
Female = 56

Race:
White = 36
Black = 27
Hispanic = 29
Asian = 8
Other = 2

Program:
High School = 86
Family Center = 10
Alternative High School Program = 6

Grade Level:
Ninth = 15 (6 actually assessed)
Tenth = 7
Eleventh = 37
Twelfth = 41

Age:

| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|---|---|---|---|---|---|---|---|
| 8 | 7 | 16 | 35 | 27 | 5 | 3 | 1 |

F. Evaluation

Objective 1

The guidance counselors were overwhelmingly positive in their evaluation of the project and in their evaluation of the workshops (see **Appendix** D). All of the counselors participated in the development of both the assessment plan and the transitional plan report.

Objective 2

This objective was completed. A vocational assessment model was developed which consisted of the following components:

- structured interview
- interest assessment
- aptitude assessment
- post assessment conference
- transition plan report

Objective 3

Ninety-three (93) students were assessed out of a total referral number of one hundred and two (102). One student

refused to participate in the testing program and eight (8) students, who were ninth graders, were referred for assessment at a later date.

Objective 4

Vocational/transitional plans were developed for each of the ninety-three (93) students who completed the assessment process.

Objective 5

All of the ninety-three (93) students who participated in the project and who were assessed received a follow-up conference with one of the evaluators. In addition, students, parents, and guidance counselors received a written report outlining the assessment results and the subsequent recommendations. One of the intentions of the project was to involve the parents in the assessment process. Unfortunately, other than notification of the assessment and a copy of the assessment results, parental involvement was minimal.

All student files, which include scores and recommendations, have been maintained. Student files have been catalogued by school and grade level.

G. Conclusions, Implications and Recommendations for the Future

Based upon all of the available data, the project was an overwhelming success for the ninety-three students who were assessed. All of the students received valuable information by way of the transitional plan which should enable them to establish meaningful career goals and objectives.

However successful the project may be perceived, there were some difficulties with some aspects of the project. Due to the late start of the program, but was not possible to assess one hundred and fifty (150) students which the project had originally proposed. Perhaps this was an unrealistic number to begin with, especially when new staff needed to be hired and an entirely new program instituted and implemented.

Another difficulty that was encountered involved logistics. Often it was difficult to find adequate space to meet with and assess the students. While this was not a problem at the Career Center, lack of space was a decided problem at the home schools. In addition, often there were problems in finding the students who were scheduled for assessment.

This problem made it difficult for the evaluators to maintain schedules and necessitated repeated trips to the high schools.

While the guidance counselors were overwhelmingly supportive of the project and all of its phases, they were initially reluctant to take time from their busy schedules to complete the student referral form. The evaluators spent a great deal of time and effort in attempting to streamline the referral process.

Putting these problems aside, however, the project was a distinct benefit to the guidance counselors and the students, as evidenced by counselors' comments, which have been noted elsewhere in this report. There is no doubt that the efforts generated by this project need to continue. Specific recommendations that need to be addressed in order to insure a continuation of the program quality are as follows:

1. Evaluation staff needs to be hired at the beginning of the school year in order to participate fully in the total school activities.

2. Evaluation process must be viewed as an integral aspect of the total guidance function. Evaluation staff should be included in all guidance inservice meetings and activities.

3. The method of referring students for assessment needs to be streamlined. Guidance counselors must be made aware that it is their responsibility to complete the referral form, and it is also their responsibility to initiate follow-up activities with the students after the assessment.

4. More parental involvement needs to be initiated. Parents should be contacted before the assessment process, if possible. Parents need to be included in the post-assessment conference.

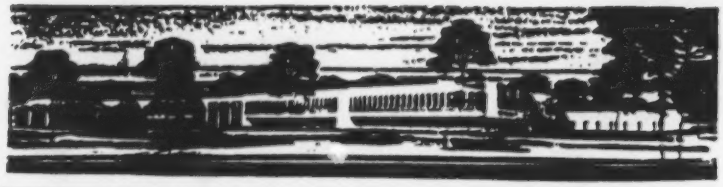
5. It is strongly recommended that the evaluators initiate career counseling groups with the at-risk students as a means of assisting the students in establishing goal setting behaviors.

There is a continuing need for this program to service the special needs of high school students who are at risk of dropping out of school. While it is too early to tell whether the students who were assessed this year will

continue with their education or demonstrate a changed attitude toward school, it is apparent that they have a significant number of choices which they did not have before. When student can see that they have talent and abilities, often their eyes are opened to new opportunities and challenges. The assessment program emphasized the strengths, talents and interests that the students possessed. Consequently, it can be reasonably stated that the assessment program had a significant impact of the educational lives of the students who participated.

As beneficial as the program was for the students, there were corresponding benefits for the guidance counselors. Based upon counselor statements, they developed a better awareness of the continual need for career assessment and how the process can be integrated into the total school program. Also, it provided them with creative options to explore with their students in order to assist them in continuing their education. Further, it provided them with knowledge of the career decision-making process and how this process can have a significant impact on student lives.

Appendix A



# RLINGTON CAREER CENTER

-5800

816 South Walter Reed Drive, Arlington, Virginia 22204

## Career Assessment Center

## Student Referral Form

Please forward referrals to Ara Rachal at the Career Center.

If you have any questions, please call Ext. 5804 or 5743.

Name of Student _____ Date of Birth _____

School _____ Grade _____

Guidance Counselor _____ Office Phone: _____

Previous Vocational Testing: Scores on File (Test scores can be attached to this form)

_____ DAT _____

_____ ASVAB _____

_____ Other _____ _____

Previous Vocational Training Courses (Home School or Career Center)

| Course | Dates |
|---|---|
| _____ | _____ |
| _____ | _____ |

Specific Reason for Referral: _____

_____

_____

Parents' Name _____ Phone: (W) _____ (H) _____

Address _____
(street) (zip code)

_____ _____
Date Signature of Guidance Counselor

Appendix B

D R A F T

Dear _____:

As part of our total guidance service, we are now able to provide our students with an opportunity to participate in a career assessment program. This program will help our students to identify their career interests, aptitudes, learning styles and behaviors in order to help them to establish career goals and to plan for post-secondary education, training or job placement.

As _____ counselor, I believe he/she would benefit immeasurably from this program, and I am planning to schedule this valuable service as soon as possible.

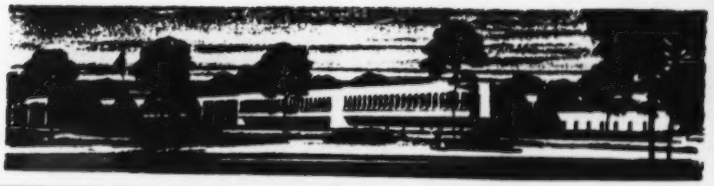
The schedule of the program is flexible. Consequently, _____ will miss very little of his/her regular academic schedule. In addition, you will receive a written copy of the assessment report and a transitional plan within one month after completion of the assessment program.

If you have any questions regarding _____ participation in the program, please call me.

Sincerely,

Appendix C

# ARLINGTON CAREER CENTER



358-5800

816 South Walter Reed Drive, Arlington, Virginia 2220


## CAREER ASSESSMENT REPORT

EVALUATOR: Ara T. Rachal DATE: May 1, 1989

STUDENT NAME: _____ DATE OF BIRTH: 9/20/73

I.D. NO. _____

### EVALUATION SESSIONS

| Date | Purpose |
|---|---|
| 3/21/89 | - initial interview<br>- administered SDS, Virginia View |
| 3/24/89 | - administered Minnesota Paper Form Board |

### GENERAL INFORMATION

was referred for career assessment for assistance in structuring career plans. She is presently enrolled at the Family Education Center, with plans to return to her home school, Yorktown, for the 1989-90 academic year.

presented a very friendly and articulate young lady. She indicated a definite intent to pursue a college education after high school. The primary expressed interests were in the fields of accounting and genetic engineering, with a strong inclination toward genetic research. also indicated that previous career testing from a private counselor had identified interests in the arts.

### SUMMARY OF CAREER INTERESTS

Career interests were measured by the Self-Directed Search and the Virginia View. Summary codes for the SDS indicated equally strong interests in the arts and sciences for her first choice and equal scores in investigative and conventional careers for her third choice. A review of the various combinations of her occupational code identified interests in the following general career areas:

- Business: tax attorney, budget officer, city manager, records analyst, systems accountant

SUMMARY OF CAREER INTERESTS (cont'd.)

- Social Science: political scientist, intelligence work, social science teacher, paralegal assistant, social worker, recreational therapist

- Education: university professor, director of student affairs

- Science: research contracts supervisor, director of institutional research

- Arts: arranger, illustrator, screen writer, news editor, fashion coordinator, photo-journalist, director of radio, columnist/commentator

On the Virginia View Career Search, indicated interest in working in both people, as well as data, related fields. The inventory identified career interests in the following general areas:

- Business: computer systems analyst, economist, architect, mathematician, statistician

- Sciences: chemical engineer, aeronautic engineer, astronomer, physicist, meteorologist

A complete list of the career viewscript is attached. (See Appendix A)

Results of the two career inventories indicate that presently has varied career interests. The three major areas appear to be business, physical/social science, and the arts.

SUMMARY OF SKILLS AND ATTITUDES

was administered the Revised Minnesota Paper Form Board Test Series MA as a measurement of her abstract verbal ability. A raw score of 51 placed in the 80th percentile, using norms of 10th and 11th grade students. The results indicate above average ability in non-verbal reasoning.

is presently in 10th grade. Aptitude test scores obtained from the Woodcock Johnson, 1988-89, place her reading and written language levels at grade 12.9, with math scores at grade level.

The skills and aptitude scores are clear indicators of strong academic abilities. They also support the potential for success at the college level.

## SUMMARY OF CAREER BEHAVIORS AND WORK CHARACTERISTICS

During the assessment period, observed behavior was age appropriate. She assumes a positive, forward moving approach toward her future. These factors should serve as assets in her pursuit of professional development.

## RECOMMENDATIONS

As has been indicated by test results, has excellent academic potential. Her career interests, though varied, primarily focus on three major areas. This variation may be due in part to stage of development.

has done some career exploration by taking courses in fundamentals of marketing and typing. Given her expressed and tested interests and aptitude, the following recommendations are being made:

1. Arrangements will be made by the career counselor for visitation and observation of work in a genetic lab. The home school counselor may follow up on the arrangements when returns to Yorktown.

2. Chemistry and physics courses are recommended as preparation for expressed interest in genetic engineering.

3. Enrollment in the genetics course to be offered at the Career Center.

4. Involvement in school activities that encourage the use of creative talents: school yearbook; photography; creative writing.

5. It would be beneficial to notify English teacher of her creative writing abilities, so that they can be further developed. expressed pleasure in writing poetry.

6. Take the SAT examination, fall, 1989. A prep course is offered in the early fall at the Career Center.

7. There should be on-going exploration and discussion of career options between and her guidance counselor.

5/19/89
Date

Ora J. Rachal
Evaluator

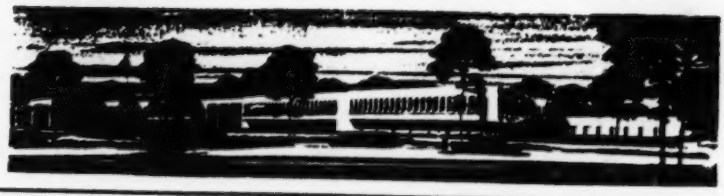
May 19, 1989
Date

Student

ARLINGTON CAREER CENTER

3-2777

816 South Walter Reed Drive, Arlington, Virginia 22204



## CAREER ASSESSMENT REPORT

**DATE:** May 10, 1989

**EVALUATOR:** Catherine Love

**STUDENT NAME:** **DOB:** 4/25/72

**I.D. NO:**

**EVALUATION SESSIONS:**

| Date | Purpose |
|---|---|
| 3/16/89 | Initial Interview |
| 3/20/89 | Administered Self-Directed Search & Virginia View Career Search |
| 3/22/89 | Reviewed Self-Directed Search & Va View |
| 3/22/89 | Administered Bennett Mechanical Comprehension Test & Career Maturity Inventory |

**GENERAL:**

was referred to the Arlington Career Center by his guidance counselor, Mr. Jack Wilson, in order to develop a career plan and assistant with his lack of motivation and achievement.

During the initial interview, presented himself as a polite young man who appeared reluctant to talk about himself and his interests.

did indicate that he liked working with his hands and definitely did not want to work behind a desk. main interest is auto body repair. He stated that he would like to own his own auto body shop.

**SUMMARY of CAREER INTERESTS:** 23

Tested interests were measured by the Self-Directed Search (SDS) and the Virginia View Career Search System.

The occupational code for the SDS for was RCI/E which indicates interests in realistic, conventional and investigative and enterprising careers. A review of the numerous variations of his occupational code identified interests in the following general career areas:

Realistic: Calibration laboraory technician, assembler, architectural drafter, gravel inspector, firearms inspector, inventory clerk, electrocardiograph technician, stonemason supervisor, route clerk, machine engraver, meter inspector, auto body repairer, and parcel post clerk.

Conventional: Business programmer, timekeeper, data entry operator, airline-radio operator, automobile tester, quality-control technician, and electric-motor assembler.

Investigative: Chief drafter, management analyst, process control programmer, aeronautical drafter, structural drafter, and engineering assistant.

Enterprising: Executive housekeeper, mapping supervisor, relay dispatcher, grain receiver, auto-rental clerk, circulation clerk, and traffic checker.

was suprised that his interests provided so many choices.

On the Virginia View, indicated a preference for working with "things" in the areas of trades and industry, with a high school diploma or GED. The Virginia View was able to come up with 88 possible occupations that fit Kevin's interests and preferences (see Appendix "A").

Once again, showed amazement that he would receive so many choices from his interests. He was delighted that Auto Body Repairer showed up in the results but showed no interest in any of the other occupations.

The results of the SDS and the Virginia View reinforces interest in automobile body repair. Both inventories do offer other possible careers that can explore.

**SUMMARY of SKILLS & APTITUDE:**

The Bennett Mechanical Comprehension Test was administered to measure aptitude.

The Bennett results for were in the 85 percentile which indicated that only 15 percent of the population did better then has a high ability to be able to perceive and understand the relationship of physical forces and mechanical elements in practical situations. This type of aptitude is important in engineering training and trade school courses.

The Career Maturity Inventory (CMI) was administered to indicate how mature feelings and ideas were about choosing a career. The results of the CMI were:

| | | |
|---|---|---|
| Decisiveness | Average | seems to be certain about what he wants to do. |
| Involvement | Average | seems to actively be trying to make a career choice. |
| Independence | Average | seems to be making his career choice on his own. |
| Compromise | Above Average | can possibly be flexible in choosing a career for himself. |
| Orientation | Low | may not be aware of what needs to be done to make a career choice. |

Overall, is progressing along with others who are of the same age in making decisions about his career.

The Differential Aptitude Test (DAT) was administered in 1987 with the results showing very high aptitude ability in mechanical reasoning (90%tile) and high aptitude in numerical ability (70%tile) and (55%tile) in spelling.

These results indicate that has the ability to pursue his interest in Auto Body Repair and any other interest that may require special training.

The Bennett, CMI, and the DAT make it apparent that has the capabilities in mechanical ability and numerical ability to be successful as an Auto Body Repairer and to operate his own body shop.

**SUMMARY of CAREER BEHAVIORS & WORK CHARACTERISTICS:**

Throughout the assessment period, seemed to be disinterested in the results from the inventories given to

him at the Career Center. There seems to be a general lack of interest in other possible career choices expect for Auto Body Repair.

test scores on the DAT indicate he is capable of doing average work in school. His lack of motivation appears to severely hinder his academic achievement. It also appears to influence his ability to explore options beyond auto body repair.

**RECOMMENDATIONS:**

Given expressed and tested interests and aptitude, the following recommendations are being made:

1. Enrollment in Auto Body Repair II for the 1989-90 academic school year at the Career Center.

2. needs to work with his guidance counselor to determine whether he should continue in the regular school program or consider an alternative vocational school program to complete his high school requirements.

3. To continue working with his school guidance counselor in further exploration of other possible careers.

4. The significant people in life, parents, teachers, and guidance counselor, need to encourage him to pursue his goals in auto body repair.

5. needs to consider getting involved with school activities to increase his interests and self-motivation.

Attachment - Appendix A

Signature of Student — Date: 5/18/89

Signature of Evaluator — Date: 5/17/89

APPENDIX "A"

(1) - Also military enlisted

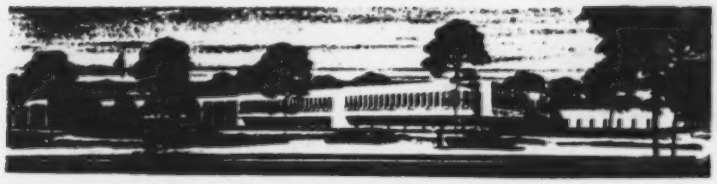
(2) - Also military officer

| VIEW # | VIEWscript Name | Microfiche Location |
|---|---|---|
| 9 | INDUSTRIAL SEWING MACH. OPER. | T7 |
| 23 | PRINTING PRESS OPERATOR(1) | DT27 |
| 24 | PUNCH & STAMPING PRESS OPER. | T10 |
| 52 | OFFICE MACHINE OPERATOR | T9 |
| 71 | CUSTOM CLOTHING MAKER(1) | DT17 |
| 78 | FIRE FIGHTER(1) | DT19 |
| 94 | TELEPHONE OPERATOR(1) | PT33 |
| 96 | PAPER MANUFACTURING MACH. OPR. | T9 |
| 110 | SERVICE STATION ATTENDANT | PT33 |
| 121 | CRANE/DERRICK & HOIST OPERATOR | T5 |
| 143 | DRAFTER(1) | DT18 |
| 155 | AUTO MECHANIC(1) | DT13 |
| 160 | HOME APPLIANCE INSTALL. & REP. | DT21 |
| 167 | DENTAL LABORATORY TECH.(1) | DT18 |
| 194 | PHOTO PROCESS WORKER(1) | T9 |
| 203 | BOOKBINDER | T4 |
| 208 | FURNITURE & WOOD FINISHER | DT20 |
| 210 | MOTION PICTURE PROJECTIONIST | DT25 |
| 214 | METAL ROLLER & FINISHER | DT24 |
| 215 | SAWYER | T10 |
| 217 | WATER TREATMENT PLANT OPR.(1) | DT31 |
| 222 | DUPLICATING MACHINE OPERATOR | T5 |
| 236 | PEST CONTROLLER | DT26 |
| 240 | WEIGHER | DT31 |
| 266 | LOCOMOTIVE ENGINEER | DT22 |
| 274 | JEWELER & WATCHMAKER | DT21 |
| 295 | LOCKSMITH | DT22 |
| 296 | OFFICE MACHINE REPAIRER(1) | DT25 |
| 297 | PIANO & ORGAN TUNER | DT27 |
| 298 | RAILWAY EQUIPMENT REPAIRER | DT28 |
| 299 | SHOE REPAIRER | DT29 |
| 308 | DISPENSING OPTICIAN(1) | DPT49 |
| 340 | GRAIN & FEED MILLER | T6 |
| 342 | PRODUCE GRADER & PACKER | T10 |
| 382 | ELECTROMECHANICAL EQT. ASSEMB. | DT17 |
| 384 | MACHINE ASSEMBLER | DT22 |

BEST COPY AVAILABLE

Appendix D

# ARLINGTON CAREER CENTER



486-2777

816 South Walter Reed Drive, Arlington, Virginia 22204


May 12, 1989

## Evaluation of the Career Assessment Program

In an effort to assist in determining the need and effectiveness of the career assessment program, please respond to the following questions. The evaluation must be completed by May 18th in order to be included in the year end report. Forms will be picked up from your office. Thank you for your cooperation.

1. Did you use the career assessment services?

2. How many students were referred from your office?

3. Of what value was the assessment program to your work?

4. Of what benefit was the program to your students?

5. Recommendations

## Appendix D

**Evaluation of the Career Assessment Program: Counselors' Response**

Representative Comments

- "I see this process as being extremely valuable to the students and to me, and I hope it will be continued."
- "The assessment program gave direction and hope to students without a career plan."
- "The program helped students establish career goals and plan their future educational program."
- "I feel that the major value of the assessment program to my work involves the dissemination of information to girls with no direction in their lives. After this assessment, the girls have more of a positive self-image about a wide variety of career choices."
- "The program identifies job choices that are relevant to the girls' interests and makes available pertinent information to assist students in how to reach their career goals."
- "Provided more information for me so that I could better counsel my students."
- "The program helps students focus on career goals and to know their own strengths."
- "The value of the assessment program was that it complimented the counseling of students very well and gave them much greater career choice insight."
- "It is a very thought provoking experience and a real eye opener as to career opportunities."